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ABSTRACT

Statistics and forms presented in this circular represent responses to a question asked in an ERS survey of selected school practices. Responses from 468 systems are presented in tabular form by evaluation category (students evaluate teachers; teachers evaluate principals, etc.) and by enrollment level, and indicate that student evaluation of teachers was reported by more school systems than any other type of client-centered evaluation. In addition to providing updated statistics on the evaluation practices of responding school systems, this report includes a collection of sample forms used in client-centered evaluation. Provided are reproductions of seven forms used in responding school systems for student evaluation of teachers; eight forms for teacher evaluation of principals, assistant principals and/or supervisors; and two forms for principals and other school personnel to use in evaluating the superintendent and the central office staff. A comprehensive bibliography is provided. (Author)

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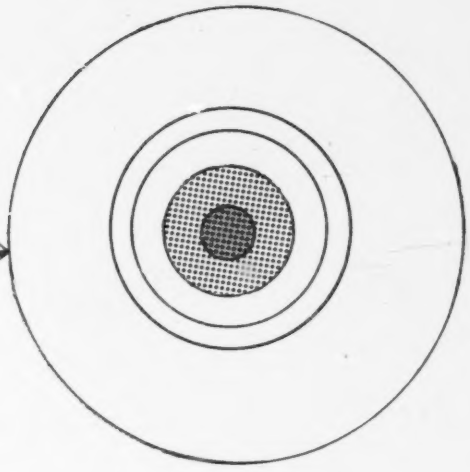
No. 4, 1973

EVALUATING THE EVALUATOR



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EVALUATING THE EVALUATOR

The question of the advisability and reliability of student evaluations of teachers has received considerable space in professional literature over the years (see bibliography beginning on page 44). Originally, most of these discussions were based on college-level experiences, or rather experiments, to test the relationship between student ratings of teachers and the achievement of students or the correlation between the ratings teachers receive from their superiors and from students.

In recent years, the application of student evaluation of teachers and other types of "client-centered" evaluation (72)[1/] on the secondary and even the elementary levels has been receiving increasing attention, especially in light of accelerating demands for accountability in public education. Max S. Marshall, writing in the March 1971 issue of Educational Leadership (35), offers some other reasons for the growing demands by students to evaluate teachers:

> By reciprocal justice, for example, if one side grades, so can the other. The two wrongs, however, instead of neutralizing each other, are compounded. The principles and errors are parallel, and consequences are as serious. The student may seek entrance to graduate school; the professor may seek popularity in the right places and promotion.
>
> A second reason for the students' urge to criticize lies in their natural self-assurance. Today, if they consider the first few weeks of a course a bore, the teacher and subject never get a chance.
>
> Youth's resentment of authority is another factor. Intrinsic in this resentment is a significant desire for retaliation. Teachers always please some students and irritate others.
>
> A fourth reason for students' rating their mentors is that they are now urged to do so. To ask an inexperienced student for his opinion is a flattering and appealing diversion, and administrative approval is always welcome.
>
> Fifth, students may rationalize that appraisal is a moral duty. Occasionally a new idea is effective, of course, but taking criticisms literally, though commonly done, is exceedingly hazardous. However, the relief students feel when they have a chance to speak out may be mildly beneficial.

Teachers have, for the most part, resisted the move toward students evaluating them, while espousing the cause of teacher evaluation of principals and supervisors. A 1971 teacher opinion poll conducted by the NEA Research Division (59) asked respondents, "Do you favor or oppose formal evaluation of classroom teachers by the pupils they teach?" The responses were about equally divided in support and opposition, as is shown by a tabulation of the percentages below:

	Elem.	Sec.	Totals
Strongly favor	10.3%	13.8%	12.0%
Tend to favor	39.1	36.8	38.0
Tend to oppose	33.1	30.6	31.9
Strongly oppose	17.5	18.8	18.1

When administrators in a 1970 Nation's Schools poll (41) were asked a similar question, 40.5 percent responded in the affirmative, 42.5 percent negatively, and 17 percent said they were not sure.

On the other hand, in 1970 a group of teachers responding to the NEA teacher opinion poll (73) were overwhelmingly in favor of teacher evaluation of principals, as the following tabulation shows:

	Elem.	Sec.	Totals
Strongly favor	30.7%	36.5%	33.5%
Tend to favor	40.7	39.4	40.0
Tend to oppose	15.3	13.7	14.5
Strongly oppose	4.7	3.2	4.0
No opinion	8.7	7.2	8.0

What has the body of professional research to say about the evaluation of teachers by students? The following paragraph, although written in 1960, is still valid even after consideration of more recent literature:

> There is a growing body of research literature on the use of students' rating of their teachers. This literature probably is more favorable and more consistent than any other in the

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[1/] Figures in parentheses refer to bibliography references on pages 44-47.

area of teacher evaluation. Almost without exception the research reports indicate that pupils can and do make reasonably accurate ratings of teachers. Their ratings tend to agree with each other, and the teachers who are rated best by pupils tend to obtain the highest pupil gains. Pupil ratings often do not agree with ratings by principals, supervisors, or other teachers. (This has not been considered an indication of weakness, however, since ratings by superiors and peers have not been shown to agree with pupil gains measures, or to be satisfactory in other ways.) Teachers have indicated their belief that pupil ratings, as obtained in research studies, were both fair and accurate. (26:33)

An article in a recent issue of the National Elementary Principal (47) conjectures as to why student evaluations of teachers are more valid and useful than other teacher ratings:

There are advantages to student evaluation. First, students have had the opportunity to observe continually what they are rating. Second, a large number of individual biases can be averaged, which is not possible when one administrator evaluates a teacher. Third, students seem to take good teaching seriously. A questionnaire answered by 1,603 high school juniors and seniors in 1970 rated highest those teachers who were demanding and cared about students as fellow human beings. . . . The disadvantages of evaluation by students are obscure.

Of course, client-centered evaluation has other aspects than student evaluation of teachers. Logically, it also includes teachers evaluating principals, assistant principals, and supervisors; principals evaluating the central office administrators (including the superintendent); and even parents evaluating principals and central office staff. There is little that can be said about these other aspects of client-centered evaluation because they have not received as much attention for as long as has student evaluation of teachers. In searching professional literature on the subject, only four articles relating to the evaluation of principals by teachers were found (bibliography items 70, 71, 72, and 74), excluding the previously-cited NEA teacher opinion poll question.

If professional literature does not reflect a lively interest in all aspects of client-centered evaluation, the number of requests to the Educational Research Service for its now out-of-print Circular No. 5, 1970, The Evaluatee Evaluates the Evaluator (19), certainly attests to a continuing investigation of its possibilities. Rather than reprint the 1970 study, ERS has gathered some recent statistics and assembled a new collection of sample forms to produce this updated report on client-centered evaluation.

The statistics and forms presented in this Circular are the results of responses to a question in ERS's 1973 survey of "Selected School Practices." The survey questionnaire, which was sent to all school systems enrolling 12,000 or more pupils and to a selected group of suburban school systems enrolling less than 12,000 pupils, yielded the following usable replies in each enrollment group:

Enrollment strata	Ques. sent	Replies received
1 - 100,000 or more	27	18(66.6%)
2 - 50,000 to 99,999	53	45(84.9%)
3 - 25,000 to 49,999	106	72(67.9%)
4 - 12,000 to 24,999	399	221(55.4%)
Smaller systems	201	112(55.7%)
Totals	786	468(59.5%)

The 468 responses are tabulated in Table A, on page 3. As can be seen in that table, student evaluation of teachers was reported by more school systems than any other type of client-centered evaluation.

It should be noted, however, that only two school systems reported that this is a system-wide practice. However, ERS received more forms for teacher evaluation of principals than for student evaluation of teachers.

As to the disposition of completed forms, it is not possible to say whether the client-centered evaluations have any bearing on the formal evaluation of an individual by his superior since the question was not asked. It is assumed that the majority do not go beyond the person evaluated since many include statements to that effect. One exception to this is the procedure for evaluating principals as reported by Cupertino Elementary School District, California. As part of a principal's formal evaluation according to predetermined performance objectives, the evaluator has the teachers in the principal's school complete the Purdue Teacher Opinionaire (see explanation

Table A

RESPONDENTS REPORTING "CLIENT-CENTERED" EVALUATION IN THEIR SCHOOL SYSTEMS

Type of evaluation	In some schools (depts.)	In all schools (depts.)	Is not done	Totals
Students evaluate teachers				
Stratum 1	4 (22.2%)	...	14 (77.8%)	18 (100.0%)
Stratum 2	9 (20.0%)	...	36 (80.0%)	45 (100.0%)
Stratum 3	17 (23.6%)	...	55 (76.4%)	72 (100.0%)
Stratum 4	49 (22.2%)	2 (0.9%)	170 (76.9%)	221 (100.0%)
Smaller systems	32 (28.6%)	...	80 (71.4%)	112 (100.0%)
Totals	111 (23.7%)	2 (0.4%)	355 (75.9%)	468 (100.0%)
Teachers evaluate supervisors				
Stratum 1	3 (16.7%)	...	15 (83.3%)	18 (100.0%)
Stratum 2	3 (6.7%)	...	42 (93.3%)	45 (100.0%)
Stratum 3	11 (15.3%)	5 (6.9%)	56 (77.8%)	72 (100.0%)
Stratum 4	26 (11.8%)	9 (4.1%)	186 (84.1%)	221 (100.0%)
Smaller systems	12 (10.7%)	2 (1.8%)	98 (87.5%)	112 (100.0%)
Totals	55 (11.8%)	16 (3.4%)	397 (84.8%)	468 (100.0%)
Teachers evaluate principal and/or assistant principal				
Stratum 1	4 (22.2%)	...	14 (77.8%)	18 (100.0%)
Stratum 2	7 (15.6%)	1 (2.2%)	37 (82.2%)	45 (100.0%)
Stratum 3	12 (16.7%)	7 (9.7%)	53 (73.6%)	72 (100.0%)
Stratum 4	36 (16.3%)	14 (6.3%)	171 (77.4%)	221 (100.0%)
Smaller systems	19 (16.9%)	5 (4.5%)	88 (78.6%)	112 (100.0%)
Totals	78 (16.7%)	27 (5.8%)	363 (77.5%)	468 (100.0%)
Principals evaluate central office				
Stratum 1	1 (5.6%)	...	17 (94.4%)	18 (100.0%)
Stratum 2	4 (8.9%)	...	41 (91.1%)	45 (100.0%)
Stratum 3	7 (9.7%)	5 (7.0%)	60 (83.3%)	72 (100.0%)
Stratum 4	10 (4.5%)	21 (9.5%)	190 (86.0%)	221 (100.0%)
Smaller systems	4 (3.6%)	5 (4.5%)	103 (91.9%)	112 (100.0%)
Totals	26 (5.6%)	31 (6.6%)	411 (87.8%)	468 (100.0%)
Central office staff evaluates the superintendent				
Stratum 1	...	...	18 (100.0%)	18 (100.0%)
Stratum 2	1 (2.2%)	...	44 (97.8%)	45 (100.0%)
Stratum 3	3 (4.1%)	5 (7.0%)	64 (88.9%)	72 (100.0%)
Stratum 4	7 (3.2%)	14 (6.3%)	200 (90.5%)	221 (100.0%)
Smaller systems	5 (4.5%)	6 (5.3%)	101 (90.2%)	112 (100.0%)
Totals	16 (3.4%)	25 (5.4%)	427 (91.2%)	468 (100.0%)
Principals evaluate superintendent				
Stratum 1	...	...	18 (100.0%)	18 (100.0%)
Stratum 2	1 (2.2%)	...	44 (97.8%)	45 (100.0%)
Stratum 3	3 (4.1%)	5 (7.0%)	64 (88.9%)	72 (100.0%)
Stratum 4	5 (2.3%)	13 (5.9%)	203 (91.8%)	221 (100.0%)
Smaller systems	5 (4.5%)	9 (8.0%)	98 (87.5%)	112 (100.0%)
Totals	14 (3.0%)	27 (5.8%)	427 (91.2%)	468 (100.0%)

of the PTO on page 47), and he reviews the results with the principal to aid him in setting his performance goals for the next evaluation period. Also, a random sampling of Cupertino parents are asked to complete a district-made "Inventory of Parent Opinion." The objective of this part of the evaluation is to test the home-school relations of the principal's school. This questionnaire is reproduced on pages 35-38.

Beginning on page 5 are reproductions of seven forms used in responding school systems for student evaluation of teachers; eight forms for teacher evaluation of principals, assistant principals, and/or supervisors; and two forms for principals and other school personnel to use in evaluating the superintendent and central office staff. It should be noted that these forms were selected from among the many submitted to illustrate the variety now in use. They were screened to avoid duplication with the forms reproduced in ERS Circular No. 5, 1970, and to exclude any of the standardized forms available from universities or individuals (see pages 47 and 48) and any forms which are also used for evaluation by an individual's superior.

It is strongly suggested that those using this study to help develop forms for client-centered evaluation DO NOT reproduce the forms included herein. Rather, these are presented as suggestions, to stimulate thinking. Many additional suggestions for items to be included on client-centered evaluation forms can be found in the bibliography (pages 44-47), and in the following Circulars which are still available from ERS at the prices indicated:

Evaluating Teaching Performance (ERS Circular No. 2, 1972, 60 p., $3)

Evaluating Administrative/Supervisory Performance (ERS Circular No. 6, 1971, 60 p., $3)

Evaluating the Superintendent of Schools (ERS Circular No. 6, 1972, 36 p., $2)

This study was designed and written by Suzanne K. Stemnock, Professional Assistant, Educational Research Service

WHITEFISH BAY HIGH SCHOOL
Whitefish Bay, Wisconsin

This Teacher Evaluation form was prepared by some members of the Student Council after discussion with the entire Student Council, Administration, and Teachers who attended the Student-Faculty meetings. At a Student-Faculty meeting some of the teachers suggested that this be made available to the teachers at each of the quarter grading periods so that at this time both the teacher and the student could be made aware of areas that need improvement.

The use of this questionnaire is, of course, optional and its intent is to help the teacher determine areas of weakness. Any comments as to how this questionnaire could be improved would be most welcome.

If you would like to have copies of this questionnaire to give to your students, please fill out the form at the bottom and place it in the principal's mailbox this week.

Thank you,

Whitefish Bay Student Council

- -

Teacher's name _____

Number of copies _____ Delivered to room _____

TEACHER EVALUATION QUESTIONNAIRE

This pupil evaluation of instruction and instructor is requested of students in this course to assist in this instructor's self improvement. Try to answer sincerely! A failure to do so will destroy the very purpose in revealing possible teachers' weaknesses. It was this teacher's choice to hand this evaluation out, showing his desire to learn from you. PLEASE REMAIN ANONYMOUS.

Please place a check (X) on the number you feel is most appropriate.

I. TEACHING METHODS

1.) Amount of teacher's lecturing: 5 ----- 4 ----- 3 ----- 2 ----- 1
too much too little

2.) Effectiveness of lecture when used: 5 ----- 4 ----- 3 ----- 2 ----- 1
outstanding poor & dull

3.) Teacher's reliance on use of text: 5 ----- 4 ----- 3 ----- 2 ----- 1
too much too little

4.) How would you rate the text: 5 ----- 4 ----- 3 ----- 2 ----- 1
outstanding poor

(Continued)

WHITEFISH BAY, WISCONSIN *(Continued)*

5.) Does teacher use outside sources?:	5 ----- 4 ----- 3 ----- 2 ----- 1 very often ... never
6.) Are these outside materials worthwhile?:	5 ----- 4 ----- 3 ----- 2 ----- 1 very much ... not really
7.) Amount of class discussion:	5 ----- 4 ----- 3 ----- 2 ----- 1 too much ... too little
8.) Effectiveness of discussion:	5 ----- 4 ----- 3 ----- 2 ----- 1 outstanding ... poor & dull
9.) Amount of group study and projects:	5 ----- 4 ----- 3 ----- 2 ----- 1 too much ... too little
10.) Is group study effective if used:	5 ----- 4 ----- 3 ----- 2 ----- 1 very often ... hardly ever
11.) Amount of individual projects & research:	5 ----- 4 ----- 3 ----- 2 ----- 1 too much ... too little
12.) Is working on your own worthwhile?:	5 ----- 4 ----- 3 ----- 2 ----- 1 always ... never

II. ATMOSPHERE AND STUDENT - TEACHER RELATIONSHIPS

1.) Does teacher obtain achievement from students without undue pressure?:	5 ----- 4 ----- 3 ----- 2 ----- 1 always ... never
2.) In his attitude toward students your instructor was:	5 ----- 4 ----- 3 ----- 2 ----- 1 always ... frequently considerate ... rude
3.) Does the teacher ever embarrass the student?:	5 ----- 4 ----- 3 ----- 2 ----- 1 never ... frequently
4.) The teacher's criticism results in:	5 ----- 4 ----- 3 ----- 2 ----- 1 student awareness ... student resentment
5.) Is there mutual respect between you and your teacher?:	5 ----- 4 ----- 3 ----- 2 ----- 1 always ... never

III. CLASS PRESENTATION

1.) Teacher's preparation for class:	5 ----- 4 ----- 3 ----- 2 ----- 1 outstanding ... poor
2.) Teacher's mastery of subject matter:	5 ----- 4 ----- 3 ----- 2 ----- 1 outstanding ... poor
3.) Does lesson proceed in organized manner?:	5 ----- 4 ----- 3 ----- 2 ----- 1 always ... infrequently

(Continued)

WHITEFISH BAY, WISCONSIN *(Continued)*

4.) Does the teacher vary the manner of the presentation?: 5 ----- 4 ----- 3 ----- 2 ----- 1 always infrequently

5.) Does teacher adjust the level of a topic to that of the student?: 5 ----- 4 ----- 3 ----- 2 ----- 1 always infrequently

6.) Does the instructor proceed to a new point even if students are not clear on the old?: 5 ----- 4 ----- 3 ----- 2 ----- 1 never often

IV. TEACHING QUALITIES

1.) Can teacher accept students' varying viewpoints?: 5 ----- 4 ----- 3 ----- 2 ----- 1 always infrequently

2.) Is the teacher enthusiastic towards his subject?: 5 ----- 4 ----- 3 ----- 2 ----- 1 always infrequently

3.) Does teacher encourage individual initiative?: 5 ----- 4 ----- 3 ----- 2 ----- 1 always infrequently

4.) Does teacher encourage classroom participation?: 5 ----- 4 ----- 3 ----- 2 ----- 1 always infrequently

5.) Does teacher dominate discussion?: 5 ----- 4 ----- 3 ----- 2 ----- 1 never always

6.) Does your instructor pose thought-provoking questions?: 5 ----- 4 ----- 3 ----- 2 ----- 1 always never

V. GENERAL FORMAT

1.) Tests and Grading in this course have been: 5 ----- 4 ----- 3 ----- 2 ----- 1 fair unfair

2.) Is there an unfair homework load?: 5 ----- 4 ----- 3 ----- 2 ----- 1 never every night

3.) Has the teacher made clear to you the value of this course?: yes no (circle one)

4.) Is enough extra help available?: yes no (circle one)

GENERAL COMMENTS

OAK PARK, MICHIGAN

Name of Teacher _____ Name of Course _____ Period _____ Date _____

Student Evaluation of Classroom Teacher

Please answer the following questions frankly and honestly. Use the following key:
1 - Usually; 2 - Seldom; 3 - Does not apply.
Check appropriate answer.

	1	2	3
1. The teacher explains things clearly.....	☐	☐	☐
2. The teacher makes the class interesting.....	☐	☐	☐
3. The teacher makes the assignments meaningful and worthwhile.....	☐	☐	☐
4. The assignments are reasonable in length.....	☐	☐	☐
5. The teacher knows the subject taught.....	☐	☐	☐
6. The teacher understands and is considerate of students..	☐	☐	☐
7. The teacher is sensitive to minority group feelings and values.....	☐	☐	☐
8. The teacher provides a good atmosphere for learning.....	☐	☐	☐
9. The teacher is fair and impartial in dealing with all students.....	☐	☐	☐
10. The teacher admits mistakes.....	☐	☐	☐
11. The teacher respects and encourages student opinion.....	☐	☐	☐
12. The teacher has patience.....	☐	☐	☐
13. The teacher has enthusiasm for teaching..... ..	☐	☐	☐
14. The teacher involves students in planning class activities when this is appropriate.....	☐	☐	☐
15. The teacher's method of grading is understood and acceptable to students.....	☐	☐	☐
16.	☐	☐	☐
17.	☐	☐	☐
18.	☐	☐	☐
19.	☐	☐	☐
20.	☐	☐	☐

JOHN W. NORTH HIGH SCHOOL
Riverside, California

By using the corresponding number on the cards please answer the following questions by blocking out (with a soft pencil) the letter between the half circles that best indicates this teacher's position in comparison with other teachers you have had.

		Outstanding	Superior	Average	Only Fair	Of Little Value or Poor
1.	He has respect for the students.	A	B	C	D	E
2.	He gets me interested in his subject.	F	G	H	J	K
3.	Has increased my skills in thinking.	A	B	C	D	E
4.	Has helped broaden my interests.	F	G	H	J	K
5.	Stresses important material.	A	B	C	D	E
6.	Makes good use of examples and illustrations.	F	G	H	J	K
7.	Has motivated me to do my best work.	A	B	C	D	E
8.	Inspires class confidence in his knowledge of subject.	F	G	H	J	K
9.	Has given me new viewpoints or appreciations.	A	B	C	D	E
10.	Is clear and understanding in his explanations.	F	G	H	J	K
11.	Is competent and up-to-date in his field.	A	B	C	D	E
12.	Makes full use of the class hour.	F	G	H	J	K
13.	Has a sense of humor.	A	B	C	D	E
14.	Is fair with the students in his class.	F	G	H	J	K
15.	Shows empathy compassion and understanding.	A	B	C	D	E
16.	He is aware of the individual differneces among students in the area of ability and social and ethnic background.	F	G	H	J	K
17.	Final grade you expect to receive in the course.	A	B	C	D	E
18.	Uses his authority with tact and discretion.	F	G	H	J	K
19.	He is prompt to class and expects me to be there.	A	B	C	D	E

ROSEVILLE, MINNESOTA

Student Perception of Teacher
Secondary

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	
___	___	___	___	___	1. Knowledge of subject: The teacher has thorough knowledge and understanding of his teaching field.
___	___	___	___	___	2. Clarity of presentation: Ideas are presented at a level which I can understand.
___	___	___	___	___	3. Fairness: The teacher is fair and impartial in his treatment of all students in the class.
___	___	___	___	___	4. Attitude toward students: The teacher likes me.
___	___	___	___	___	5. Knowledge of students: The teacher knows me as an individual.
___	___	___	___	___	6. Success in stimulating interest: This class is interesting and challenging.
___	___	___	___	___	7. Enthusiasm: The teacher shows interst and enthusiasm for the subject. He appears to enjoy teaching this subject.
___	___	___	___	___	8. Attitude toward student ideas: This teacher has respect for the things I have to say in class.
___	___	___	___	___	9. Encouragement of student participation: This teacher encourages me to raise questions and express ideas in class.
___	___	___	___	___	10. Sense of humor: He shares amusing experiences and laughs at his own mistakes.
___	___	___	___	___	11. Assignments: Assignments are sufficiently challenging.
___	___	___	___	___	12. Length of assignments: Assignments are of reasonable length.
___	___	___	___	___	13. Openness: This teacher is able to see things from my point of view.
___	___	___	___	___	14. Self-control: This teacher becomes angry when little problems arise in the classroom.
___	___	___	___	___	15. Consideration of others: The teacher is patient, understanding, considerate, and courteous.
___	___	___	___	___	16. Control: The teacher knows how to handle students who misbehave.
___	___	___	___	___	17. Availability: This teacher seems to feel a responsibility to help students both in and out of class.
___	___	___	___	___	18. Perception: This teacher seems to know when students don't understand the material.
___	___	___	___	___	19. Evaluation: This teacher's evaluation (testing and grading) methods seem fair and appropriate.

(Continued)

ROSEVILLE, MINNESOTA *(Continued)*

Strongly disagree	Disagree	Undecided	Agree	Strongly agree	
____	____	____	____	____	20. Preparation: The teacher is consistently prepared for each class.
____	____	____	____	____	21. Pacing: This teacher realizes when students have been doing the same thing for too long a period of time.
____	____	____	____	____	22. Difficulty: The teacher recognized my ability level and the work was within the limits of what I can do.
____	____	____	____	____	23. Effectiveness: This teacher is overall an effective teacher.

EASTLAKE SCHOOL DISTRICT
Denver, Colorado

Class _____ Your number _____

Date _____

CLASSROOM LIFE

Here is a list of some statements that describe life in the classroom. Circle the letter in front of the statement that best tells how you feel about this class. There are no right or wrong answers.

1. Life in this class with your regular teacher has

   a. all good things
   b. mostly good things
   c. more good things than bad
   d. about as many good things as bad
   e. more bad things than good
   f. mostly bad things

2. How hard are you working these days on learning what is being taught at school?

   a. Very hard.
   b. Quite hard.
   c. Not very hard.
   d. Not hard at all.

3. When I'm in this class, I

   a. usually feel wide awake and very interested
   b. am pretty interested, kind of bored part of the time
   c. am not very interested, bored quite a lot of the time
   d. don't like it, feel bored and not with it

4. How hard are you working on schoolwork compared with the others in the class?

   a. Harder than most.
   b. A little harder than most.
   c. About the same as most.
   d. A little less than most.
   e. Quite a bit less than most.

5. How many of the pupils in this class do what the teacher suggests?

   a. Most of them do.
   b. More than half do.
   c. Less than half do.
   d. Hardly anybody does.

6. If we help each other with our work in this class, the teacher

   a. likes it a lot
   b. likes it some
   c. likes it a little
   d. doesn't like it at all

(Continued)

EASTLAKE SCHOOL DISTRICT, COLORADO *(Continued)*

7. How good is your schoolwork compared with the work of others in the class?

   a. Much better than most.
   b. A little better than most.
   c. About the same as most.
   d. Not quite as good as most.
   e. Much worse than most.

8. How often do the pupils in this class help one another with their schoolwork?

   a. Most of the time.
   b. Sometimes.
   c. Hardly ever.
   d. Never.

9. How often do the pupils in this class act friendly toward one another?

   a. Always.
   b. Most of the time.
   c. Sometimes.
   d. Hardly ever.

- -

Class _____ Date _____

MY TEACHER

Pretend that you could have your teacher change in some way. For each number, check the box that best tells how you would like your teacher to act in this class. There are no right or wrong answers.

	Much more than he does now	A little more than he does now	The same as he does now	A little less than he does now	Much less than he does now
1. Help with work					
2. Yell at us					
3. Make sure work is done					
4. Ask us to decide about how we will work					
5. Smile and laugh					
6. Make us behave					
7. Trust us on our own					
8. Make us work hard					
9. Show that he understands how we feel					

EASTLAKE SCHOOL DISTRICT
Denver, Colorado

Class _____ Your number _____

Date _____

CLUES ABOUT CLASSROOM LIFE

So that members of a class and their teacher may get ideas about how to make life more interesting and important for everybody in the class, each person needs to contribute his or her ideas of what needs to be improved. What things happen that shouldn't happen? What ought to happen but doesn't? Try to imagine you are a detective looking for clues to a "good day" and a "bad day" in your class. Jot down what you might look for or might see to answer these questions. There are no right or wrong answers.

What are some clues to a good day in our class? What things happen that are signs of a good day?

1. _____
2. _____
3. _____
4. _____
5. _____

What are some clues to a bad day in our class? What things happen that are clues that class is not going the way it should or that you would like it to?

1. _____
2. _____
3. _____
4. _____
5. _____

What are some things that should happen a lot more than they do to make it a better class for learning and having fun?

1. _____
2. _____
3. _____
4. _____
5. _____

LITTLETON, COLORADO

Course Title _____ Teacher _____ Date _____

TEACHER EVALUATION

To be of greatest value to your teacher, your answers must be frank and fair as you can make them. They must reflect your careful consideration and evaluation of all relevant points. Please answer ALL of these questions that are pertinent to the class involved. Your answers to these questions will be available to your teacher only. DO NOT sign your name.

QUESTIONS

1. What do you regard as your instructor's major teaching asset? Consider such things as the organization and presentation of course material, class discussion and interaction with students.

2. What do you regard as your instructor's major teaching fault?

3. Does the teacher have any mannerism, trait or action which you find distracting to learning in the class? Be specific.

4. Write below any additional comments which might be helpful to the instructor. Include suggestions as to how the course or instruction might be improved.

5. Do you feel this person is a good teacher? Yes _____ No _____

Directions: Circle the appropriate letter after each question.

A - Always B - Usually C - Sometimes D - Seldom E - Never

1. The teacher displays enthusiasm and interest concerning the class and subject matter. A B C D E

   Comments:

2. In a classroom situation, the teacher demonstrates a well-balanced sense of humor. A B C D E

   Comments:

(Continued)

LITTLETON, COLORADO *(Continued)*

3. In a discussion situation, the teacher is tolerant of the opinions and ideas expressed by the students. A B C D E

   Comments:

4. The majority of the students show attention and interest curing most of the class periods. A B C D E

   Comments:

5. You could go to the instructor to talk about a personal problem. A B C D E

   Comments:

6. The home assignments given are relevant to learning the subject. A B C D E

   Comments:

7. The classroom atmosphere encourages learning. A B C D E

   Comments:

8. The teacher is properly prepared to teach each day. A B C D E

   Comments:

9. The teacher explains the subject matter so that you can understand what is going on. A B C D E

   Comments:

10. The teacher makes assignments clearly. A B C D E

    Comments:

11. The tests given by the teacher are challenging, but within the grasp of most students. A B C D E

    Comments:

12. For this teacher, learning seems more important than testing. A B C D E

    Comments:

13. You could go to the instructor to talk about an academic problem. A B C D E

    Comments:

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
PERSONNEL OFFICE
BAYTOWN, TEXAS

TEACHER EVALUATION OF PRINCIPAL

Check the appropriate column by using the following standard:
1 Outstanding 2 Above Average 3 Average 4 Below Average 5 Poor

	1	2	3	4	5
Provisions for Educational Environment					
Constructive Supervision					
Planning and Coordination of School Program					
Provisions for Creative Instruction					
Assistance to Teachers in Curriculum Planning					
Providing Materials to Meet Individual Student's Needs					
Effectiveness in Counseling Students					
Fair and Proper Assignment of Teacher Duties					
Orientation of New Teachers					
Assistance to Teacher with Disciplinary Problems					
Efficiency in Grouping and Providing Balanced Teacher-Load					
Shows Evidence of Professional Growth					
Provides Opportunity for Professional Growth of Teachers					
Keeps to a Minimum Interruption of Classroom Activities					
Effectiveness in Community Relations					
Effectiveness in Providing "School Morale"					
Adequate Communication Skills					
Acceptance of New Concepts					
Demonstrates a genuine personal interest in students					
Makes Himself Easily Available When Needed					
Coordinating School Services, e.g. Custodial, Sp.Ed. Counseling, etc.					
Interpreting Policies of Superintendent and School Board					
Effectiveness in Assisting With Parent-Teacher Relations					
Personality					
Gives Careful Consideration to Suggestions from Teachers					
Sympathetic Understanding of Both Teacher and Student Needs					

Suggestions for administrative improvement in your school
(Use other side)

FAIRFIELD-SUISUN SCHOOL DISTRICT, CALIFORNIA

Administrative Rating Form

The following items are considered vital in the proper administration of a school. This rating represents a professional opinion by you concerning the activities of the principal. Its purpose is to suggest areas of work wherein the principal may need to refine his professional job performance. It serves another purpose in reinforcing the continuation of good standards already in operation.

	Never	Rarely	Usually	Nearly always
TEACHER EVALUATION:				
1. Provides for teacher self-evaluation.				
2. Has evaluations culminated in well-planned conferences.				
3. Emphasizes teacher's strong points.				
4. Shows each teacher the entire evaluation report.				
5. Uses more than one classroom observation and other valid criteria for forming the final evaluation report.				
FACULTY MEETINGS:				
1. Conducts professional meetings.				
2. Arranges opportunity for all teachers to participate in agenda-making.				
3. Emphasizes program, problems, and procedures rather than personalities.				
4. Does not allow a faculty member to dominate the faculty meeting.				
5. Stimulates interest in group study of school problems.				
PRINCIPAL'S PROFESSIONAL GROWTH:				
1. Interprets the district philosophy of education to staff and patrons.				
2. Encourages use of the professional library.				
3. Participates in local, state, and national professional organizations.				
INTERPERSONAL RELATIONSHIPS WITH STAFF:				
1. Creates an atmosphere of friendliness with staff.				
2. Pushes too hard to get jobs done.				
3. Attempts too many changes.				
4. Is friendly, yet maintains objective professional relationships.				
5. Provides a helping handbook for teachers.				
6. Is readily available for personal conferences.				
7. Respects the opinions of those teachers with whom he differs.				

(Continued)

FAIRFIELD-SUISUN SCHOOL DISTRICT, CALIFORNIA *(Continued)*

	Never	Rarely	Usually	Nearly always
MAINTENANCE OF SCHOOL PLANT:				
1. Plans with the custodian his schedule of activities.				
2. Gives careful attention to sanitation and safety.				
3. Supervises "housekeeping" duties of teachers, pupils, and custodians.				
4. Establishes a routine for maintenance and repair requests.				
5. Makes routine inspections of building, grounds, and equipment.				
OFFICE MANAGEMENT:				
1. Fully utilizes secretarial and clerical efficiency.				
2. Delegates minor routine clerical duties to the secretary.				
PUPIL SERVICES:				
1. Provides for democratic participation by students in the organizations and administration of student affairs (where applicable).				
2. Fosters school spirit among pupils.				
3. Maintains good discipline among students.				
4. Students find him easily approached.				
5. Provides for service clubs through staff planning (where applicable).				
6. With the faculty, plans guidelines for reporting pupil evaluations.				
PRINCIPAL'S SCHEDULE:				
1. Establishes the use of a flexible daily and weekly schedule.				
INSTRUCTIONAL SUPERVISION:				
1. Keeps teachers informed as to what is expected of them.				
2. Gives teachers advance knowledge of changes that will affect them.				
3. Keeps up to date on available instructional materials.				
4. Makes known available district resources (material and personnel).				
5. Schedules visitations and follow-up conferences.				
6. Acts as a consultant in improving instruction.				
CURRICULUM:				
1. Relieves teachers of minor routine clerical duties.				
2. Supports teacher requests for material and equipment needed for good teaching.				

(Continued)

FAIRFIELD-SUISUN SCHOOL DISTRICT, CALIFORNIA *(Continued)*

	Never	Rarely	Usually	Nearly always
CURRICULUM (Continued):				
3. Provides an atmosphere conducive to continuous constructive study of curriculum problems.				
4. Organizes equipment so that it is easily available and accessible to teachers and students.				
5. Keeps abreast of modern trends in education.				
COMMUNITY RELATIONS:				
1. Exercises too much influence on P.T.A. and other groups.				
2. Provides a handbook for parents.				
3. Keeps the community informed of the status of the school.				
4. Knows the attitudes, socio-economic conditions, needs and resources of the community.				

CHULA VISTA ELEMENTARY SCHOOL DISTRICT, CALIFORNIA

An Evaluation of Your Principal

In a school organized on the basis of democratic control, where the members of the faculty acting as a group develop the important policies and programs of the school, it is particularly important that the principal be made cognizant of desires of the individual members of the group so that he may function more effectively. It is important that he gain some notion of how well he is functioning in this capacity.

After each statement appear the numbers 1, 2, 3, 4, 5. Each statement is a positive one. You are asked to place a circle around the number which best represents your opinion according to the following scale:

1. Your response is in complete agreement with the statement.
2. You generally agree with the statement, but have some reservations.
3. You are undecided. You can think of arguments for and against the statement.
4. You tend to disagree, but feel that something might be said in the affirmative.
5. You wholeheartedly disagree without reservation.

DO NOT SIGN YOUR NAME. Your entire cooperation and frankness are earnestly solicited. Only by such action will this technique have real value. The answers and summarization will be presented and discussed in a subsequent teachers' meeting.

Administrative Organization

1.	The principal's office is operated in the interest of teachers insofar as it is humanly possible.	1 2 3 4 5
2.	Clerical work is done for the teachers when it is needed.	1 2 3 4 5
3.	Classwork is done by school secretary in the way you want it.	1 2 3 4 5
4.	The office asks teachers to fill out and submit the minimum number of forms and statistical information.	1 2 3 4 5
5.	Scheduling of special rooms and equipment is handled in fairness to all teachers.	1 2 3 4 5
6.	Classroom discipline cases are handled by the teachers with full assistance and no interference by the principal.	1 2 3 4 5
7.	Supplies and textbooks are distributed efficiently and fairly.	1 2 3 4 5
8.	The principal makes routine administrative assignments fairly, without special favor to any teachers.	1 2 3 4 5
9.	The principal has arranged his time so that teachers may see him as conveniently and as often as necessary.	1 2 3 4 5
10.	Teachers feel free to use the office as a service agency.	1 2 3 4 5

Teachers' Meetings

1.	Meetings are held only when needed.	1 2 3 4 5
2.	Meetings last only as long as necessary to conduct the business of the school.	1 2 3 4 5
3.	Meetings are interesting to attend.	1 2 3 4 5
4.	Meetings help the teacher develop and keep a consistent direction for her classroom program.	1 2 3 4 5

(Continued)

CHULA VISTA, CALIFORNIA *(Continued)*

Teachers' Meetings (Continued)

5.	Meetings inspire and stimulate you in your educational thinking.	1 2 3 4 5
6.	You are given ample opportunity to express your own point of view.	1 2 3 4 5
7.	The discussion method is the best basis for conducting meetings.	1 2 3 4 5
8.	The subject matter of meetings has been of practical assistance to you in your classroom program.	1 2 3 4 5
9.	In general, the time spent in meetings is warranted by the good which is derived from them.	1 2 3 4 5

Class Visits

1.	The principal visits your classroom as often as you wish.	1 2 3 4 5
2.	You have no fear of the principal when he enters your room.	1 2 3 4 5
3.	The principal's visit results in practical assistance to you in your program.	1 2 3 4 5
4.	The principal stays long enough when he visits so that he is able to get an adequate picture of your program.	1 2 3 4 5
5.	It is better for the principal to visit by invitation than by a set schedule.	1 2 3 4 5
6.	The present program of visiting provides you with an adequate number during the year.	1 2 3 4 5
7.	The principal's attitude in the classroom inspires confidence and friendliness.	1 2 3 4 5
8.	The principal does not interfere with the regular classwork when he is visiting.	1 2 3 4 5
9.	In general, you are satisfied with the present method of class visitation.	1 2 3 4 5

Teacher Conferences

1.	The principal offers helpful suggestions when conferring with the teacher.	1 2 3 4 5
2.	The time spent in conferences is well worth the time it takes.	1 2 3 4 5
3.	The principal is interested in theory only as it clarifies the practical application in the classroom.	1 2 3 4 5
4.	You are not afraid to "bother" the principal with your smaller classroom problems.	1 2 3 4 5
5.	When you talk with the principal he makes you think your problems are important and worthy of consideration.	1 2 3 4 5
6.	You feel free to approach the principal on any problem in or out of the classroom.	1 2 3 4 5

Educational Leadership

1.	The principal does not use his position of inherited leadership to impose his will on you.	1 2 3 4 5
2.	He honestly tries to be democratic in his relations with teachers.	1 2 3 4 5

(Continued)

CHULA VISTA, CALIFORNIA *(Continued)*

Educational Leadership (Continued)

3.	His qualities of leadership help you to think through problems for yourself.	1 2 3 4 5
4.	The principal makes you feel that he means what he says.	1 2 3 4 5
5.	He gives the impression of knowing what he is talking about in educational matters.	1 2 3 4 5
6.	The principal does not have any "pet teachers" whom he favors.	1 2 3 4 5
7.	He shows by his actions that he has confidence in his teachers.	1 2 3 4 5
8.	When a good piece of work is done full credit is given the teacher without any attempt to share in the limelight.	1 2 3 4 5
9.	The principal is a person with whom it is easy to talk.	1 2 3 4 5
10.	He does not hold himself aloof from other members of the staff.	1 2 3 4 5
11.	He shows in his dealings with teachers real respect for the opinions of others.	1 2 3 4 5
12.	Conformity in thought is neither expected nor demanded by the principal.	1 2 3 4 5
13.	The principal does not attempt to dominate you by the force of personality.	1 2 3 4 5
14.	The principal has shown that he can "take it."	1 2 3 4 5
15.	He willingly accepts ideas from others and puts them to use.	1 2 3 4 5
16.	He is ever ready to accept new ideas and integrate them with others offered.	1 2 3 4 5
17.	The principal presents an agreeable disposition at all times.	1 2 3 4 5
18.	He consistently holds an educational point of view which you would call "progressive."	1 2 3 4 5
19.	The principal shows no personal irritation toward you.	1 2 3 4 5
20.	When you ask for an opinion from the principal, you do not get an evasion.	1 2 3 4 5
21.	He has shown due regard for the feelings of others.	1 2 3 4 5
22.	The principal never plays one teacher against another in order to maintain his dominance.	1 2 3 4 5
23.	He is not too absorbed in the power and worth of his own ideas to be unwilling to accept ideas from others.	1 2 3 4 5
24.	He is capable of seeing more than one side of every question.	1 2 3 4 5
25.	The principal shows an unusual amount of enthusiasm for his job.	1 2 3 4 5
26.	If you do your work as you think it should be done, the principal will loyally defend you to others even when he is not in agreement with your methods.	1 2 3 4 5
27.	If you should get into trouble with parents or school officials, the principal may be expected to defend your case.	1 2 3 4 5
28.	The principal so conducts himself in meetings that he helps the teachers to do a better job of thinking together.	1 2 3 4 5
29.	Working in a school where the teachers determine the policy is more enjoyable than where the principal is the sole boss.	1 2 3 4 5
30.	General judgment: The principal is a real educational leader who has a high degree of ability to help us plan and execute our own program of education	1 2 3 4 5

SHORELINE SCHOOL DISTRICT, SEATTLE, WASHINGTON

PRINCIPAL EVALUATION FORM

As a professional staff member, you are being asked by your principal for your evaluation. The purpose of this evaluation is to give your principal information about how others see him, and such information will be used only by your principal for his benefit. Please give careful and professional consideration to each item and return the form unsigned in the envelope provided. Your contribution is viewed as professional evaluation and is appreciated as such.

Place a check mark (x) on the scale following each statement to show your reaction or view of your principal. Mark the answer scale at that point you feel most closely represents your view.

	Always	Usually	Generally Not	Never
PRINCIPAL-STAFF RELATIONS				
1. My principal backs me in situations where students misbehave and lets me know what action was taken.				
2. I am able to talk to my principal freely and openly.				
3. My principal is consistent and practices what he preaches.				
4. My principal makes me feel that the work I do is important and that my contribution is worthwhile.				
5. If my principal delegates a responsibility to me I know he will let me handle the job and that he will back me.				
6. My principal is receptive to constructive criticism.				
7. My principal is available, or accessible, whenever I need to see him.				
8. My principal will -- and can -- make a decision. When I go to him I get an answer.				
9. The evaluation of teachers by my principal is fair.				
10. I get adequate encouragement and praise from my principal.				
11. All departments or areas of interest receive equal treatment by my principal.				
12. My principal represents our building staff fairly and adequately with the Central Administration staff.				
13. My principal is fair in assigning duties to staff members.				
14. My principal respects me as a human being.				

Comments: _____

_____

_____

ORGANIZATION AND BUILDING MANAGEMENT				
My principal plans and conducts faculty meetings that are:				
15. a. worthwhile --				
16. b. well organized --				
17. c. interesting --				
18. My principal demonstrates the ability to provide items necessary in conducting my class, i.e. materials and supplies.				
19. My principal plans, organizes and communicates regarding schedule adjustments and building organization.				
20. Building policies and regulations are written and clearly interpreted.				

Comments: _____

_____

_____

STUDENT RELATIONSHIPS				
21. My principal is accessible to students.				
22. My principal knows how to communicate with students.				
23. My principal is viewed by students as being fair.				
24. Students can talk to my principal and he will listen.				
25. My principal uses positive reinforcement as well as punishment with students.				
26. My principal is effective and fair in handling student discipline.				

Comments: _____

_____

_____

(Continued)

SHORELINE SCHOOL DISTRICT, WASHINGTON *(Continued)*

	Always	Usually	Generally Not	Never
CURRICULUM & PROGRAM DEVELOPMENT				
27. My principal provides adequate leadership to our staff in developing and understanding our philosophy and objectives.				
28. My principal can build an adequate schedule which accommodates all curricular areas and student needs.				
29. My principal encourages staff to improve curriculum content.				
30. My principal fosters and supports change.				
31. My principal supports innovation at the building and system levels.				

Comments: _____

_____

_____

COMMUNITY & PARENT RELATIONS				
My principal knows and functions effectively within the power structure of our:				
32. a. school district - -				
33. b. community - -				
34. My principal communicates well with parents as individuals or groups.				
35. My principal knows when and how to involve parents in the life of the school.				
36. My principal understands and has empathy with the social-economic-ethnic character of the community.				

Classify your principal on the following scales:

37. _____

Provides a management function which fosters the status quo

Provides a leadership role with emphasis on instructional improvement and change

38. _____

Demonstrates a concern and emphasis for district policy and rules. Doesn't want the boat rocked

Displays an interest in people and interprets rules to accommodate individual needs. Is not afraid to break a rule

39. What do you consider to be the single most worthwhile effort made by your principal this year in terms of better education for students?

_____

_____

_____

40. What single thing could your principal do to improve education for students in your school in the year to come?

_____

_____

_____

BROOKLINE, MASSACHUSETTS

Evaluation of Supervisor or Principal

Name of Supervisor _____ School _____

Directions: Please read each question carefully. Circle the number that most nearly reflects your opinion using one (1) as the most positive and four (4) as the most negative opinion. If you desire, provide additional comment on line below the question.

1 2 3 4 (1) Do you find talking with your supervisor a positive experience? _____

1 2 3 4 (2) Is your supervisor easy to get along with? _____

1 2 3 4 (3) Does your supervisor welcome your suggestions? _____

1 2 3 4 (4) Is your supervisor as willing to compliment you for good work as he is to find fault with your mistakes? _____

1 2 3 4 (5) When you make a mistake, does your supervisor - in a constructive way - discuss it with you? _____

1 2 3 4 (6) Does your supervisor realize the problems and difficulties that confront you in carrying out your responsibilities? _____

1 2 3 4 (7) When you talk with your supervisor do you feel that an honest exchange of ideas is possible? _____

1 2 3 4 (8) When your supervisor gives instructions to you, do they seem sound? _____

1 2 3 4 (9) When your supervisor gives you instructions, are they clearly stated? _____

1 2 3 4 (10) When you are dealing with your supervisor on a problem, does he have the ability to ask questions which get at the heart of the matter? _____

1 2 3 4 (11) Does your supervisor usually let you know how you are doing? _____

1 2 3 4 (12) When you complain about something to your supervisor, does he listen and discuss the matter in a fair, logical way? _____

1 2 3 4 (13) When you want to see your supervisor, is he available? _____

(Continued)

BROOKLINE, MASSACHUSETTS *(Continued)*

1 2 3 4 (14) Can you depend on your supervisor to keep his commitments? _____

1 2 3 4 (15) Is your supervisor decisive? _____

1 2 3 4 (16) Does your supervisor generally inform you in advance of impending changes that affect you? _____

1 2 3 4 (17) Does your supervisor admit it when he is wrong? _____

1 2 3 4 (18) Does your supervisor serve as a resource of current practices and trends in his area of expertise? _____

1 2 3 4 (19) Does your supervisor allow you an opportunity to participate in staff meetings? _____

1 2 3 4 (20) Does your supervisor encourage a full range of opinions at staff meetings? _____

1 2 3 4 (21) Are your supervisor's meetings informative? _____

1 2 3 4 (22) Is the agenda for staff meetings wisely selected? _____

1 2 3 4 (23) Does your supervisor assist you in effecting a solution in dealing with disciplinary problems? _____

1 2 3 4 (24) Does your supervisor provide materials and equipment that have been agreed upon by both of you? _____

1 2 3 4 (25) Does your supervisor encourage your initiative in innovation? _____

1 2 3 4 (26) Does your supervisor see that curriculum is reasonably adhered to without stifling innovation? _____

1 2 3 4 (27) When innovation is attempted, does your supervisor help you to assess the project? _____

1 2 3 4 (28) Does your supervisor encourage you to assist in the evaluation of on-going projects? _____

1 2 3 4 (29) Does your supervisor assist you in solving difficulties with interpersonal relationships? _____

(Continued)

BROOKLINE, MASSACHUSETTS *(Continued)*

GENERAL COMMENTS

_____

_____

_____

_____

_____

_____

_____
Teacher's Signature

If there are questions which you feel should have been asked but were not please write them below and supply your answer.

MONROE COUNTY SCHOOL CORPORATION, INDIANA

BUILDING ADMINISTRATOR EVALUATION REPORT

ADMINISTRATOR_____ **POSITION**_____

BUILDING _____ **DATE**_____

RATING SCALE 1. Strong: exceeds my expectations for the position.
2. Effective: meets my expectations for the position.
3. Needs Improvement: performs below my expectations for the position. (Indicate specific reasons for rating of 3)
C.E. Cannot Evaluate due to insufficient information.

	(Please Circle Your Response)			
I. Administrative Effectiveness				
1. Is resourceful in coping with unexpected problems.	1	2	3	C.E.
2. Evaluates teachers only after sufficient observation.	1	2	3	C.E.
3. Seeks to lessen the non-teaching burden of the faculty.	1	2	3	C.E.
4. Protects teachers from unnecessary classroom interruptions.	1	2	3	C.E.
5. Gives cooperation and support to teachers in dealing with serious student behavior problems.	1	2	3	C.E.
6. Sets and maintains realistic discipline standards for pupils.	1	2	3	C.E.
7. Plans and conducts faculty meetings for administrative purposes only as needed.	1	2	3	C.E.
8. Establishes schedules and efficient routines to meet faculty needs.	1	2	3	C.E.
9. Is supportive of teaching staff.	1	2	3	C.E.
10. Genuinely involves faculty in setting school regulations.	1	2	3	C.E.
11. Provides for adequate orientation of teachers new to the faculty.	1	2	3	C.E.
12. Provides opportunities for teachers to discuss grievances without fear of reprisal.	1	2	3	C.E.
13. Communicates both positive and negative feedback on teacher performance.	1	2	3	C.E.
II. Instructional Leadership				
1. Establishes with staff clearly recognized instructional goals.	1	2	3	C.E.
2. Utilizes faculty suggestions, guidance and advice in appropriate circumstances without letting one faction or person dominate.	1	2	3	C.E.
3. Utilizes the abilities of specialized personnel.	1	2	3	C.E.
4. Plans informative and instructive faculty meetings which develop and improve instruction.	1	2	3	C.E.
5. Makes adequate provision for instructional materials.	1	2	3	C.E.
6. Keeps abreast of current methods, trends and materials as they relate to the instructional programs.	1	2	3	C.E.
7. Supports the professional judgment of teachers concerning selection of materials and teaching methodology.	1	2	3	C.E.
8. Provides teachers with assistance in becoming competent and successful in their assignment.	1	2	3	C.E.

(over please)

MONROE COUNTY, INDIANA *(Continued)*

9. Isn't unduly influenced by pressure groups in the community.	1	2	3	C.E.
10. Promotes the pursuit of academic freedom according to applicable MCCSC policy.	1	2	3	C.E.

III. Personal and Professional Characteristics

1. Supervises evenhandedly without favorites.	1	2	3	C.E.
2. Follows same rules himself as he expects of others on the teaching staff.	1	2	3	C.E.
3. Expresses himself clearly and concisely.	1	2	3	C.E.
4. Communicates well in writing.	1	2	3	C.E.
5. Recognizes good work and makes sincere commendations.	1	2	3	C.E.
6. Displays emotional maturity and stability.	1	2	3	C.E.
7. Is not vindictive.	1	2	3	C.E.
8. Promotes faculty harmony by discouraging spying and tale-bearing.	1	2	3	C.E.
9. Settles grievances fairly.	1	2	3	C.E.
10. Respects teacher rights established by law or by contract.	1	2	3	C.E.
11. Gives extra duty assignments without favoritism or inequity.	1	2	3	C.E.
12. Reprimands teachers only for just cause based on knowledge rather than hearsay.	1	2	3	C.E.
13. Is firm–not domineering or vacillating in using authority.	1	2	3	C.E.
14. Keeps professional and personal confidences of teachers.	1	2	3	C.E.
15. Encourages and responds favorably to constructive criticism.	1	2	3	C.E.

IV. Anecdotal or Narrative Evaluation

In order to provide your building administrator with information concerning aspects of his performance which are particularly strong or areas that need improvement, please comment on specific situations which you feel illustrate level of performance. This space might also be used to elaborate on the ratings above.

Signature of Evaluator _____ Total Years Teaching Experience_____

Total Years Taught in MCCSC_____ Total Years Taught Under This Administrator_____

YAKIMA SCHOOL DISTRICT #7, WASHINGTON
A. C. Davis Senior High School

To: Faculty
From: Principal
Ref.: Principal Evaluation

This evaluation is used by me to evaluate the past school year. It is anonymous and is not to be signed, as it's only value is to me. It is not used by the Superintendent for any rating. It will in no way influence my tenure. The purpose is to help further our school's program through educational leadership. Your constructive criticisms are welcomed!!

Please return this form to my secretary by June 10.

I - Professional dress

Do you feel my dress is appropriate? Yes ____ No ____

Comments _____

_____ _____

II - Professional conduct

Do you feel my conduct is professional concerning school matters?

Yes ____ No ____

Do you feel my conduct is professional concerning out-of-school matters?

Yes ____ No ____

III - Personality

Please list any personality traits that you feel need to be improved.

1. _____

2. _____

3. _____

IV - Teacher relationships

1. Please list specific improvements I should make in working with teachers.

   1. _____

   2. _____

   3. _____

2. Do you feel that faculty meetings were too frequent?

Yes ____ No ____

(Continued)

YAKIMA, WASHINGTON *(Continued)*

IV - continued

3. Do you feel I communicate with you enough, so that you know what the school is doing?

Yes ____ No ____

V - Student relationships

In general what strenth or weaknesses do you feel I have shown concerning students?

1. _____

2. _____

3. _____

VI - Community responsibilities

1. Do you feel I represent you well in the community? Yes ____ No ____

Comments _____

_____

2. Do you feel the levy was handled correctly regarding A. C. Davis High School's part in it?

Yes ____ No ____

Comments _____

_____

VII - Professional training

1. Do you feel that I need more specific training? Yes ____ No ____

Explain _____

VIII - Classroom visitations and supervision

Do you personally feel that classroom visitations were frequent enough?

Yes ____ No ____

Is supervision of teachers adequate? Yes ____ No ____

Comments _____

IX - General Comments

Please list any other specific areas of strength or weakness that should be called to my attention. Particularly list the little things that bother you, so that they may be corrected, if possible, by the start of next year.

X - Educational Leadership

Which of the following sentences best represents your feeling about my educational leadership?

A. I like it and support it. ____ B. I can live with it. ____

C. I would like a new principal at A. C. Davis High School. ____

LITTLETON, COLORADO
Vice-Principal of Instruction Evaluation

The following is an evaluation for the Vice-Principal of Instruction of this building. If you are unsure of the duties of this person, please refer to your Faculty Handbook. To be of greatest value, your answers must be as frank and as fair as you can make them; they should reflect your careful consideration and evaluation of all relevant points. Comments are encouraged. There is space below each question for this purpose.

Circle the appropriate symbol:

1 - Above average 2 - Average 3 - Below average D - Don't know

1. Conducts faculty or committee meetings in a well-organized, meaningful, and concise manner. 1 2 3 D

   Comments:

2. Treats all teachers in a fair and equal manner. 1 2 3 D

   Comments:

3. Is objective and fair with all of the departments in the building. 1 2 3 D

   Comments:

4. Defends the policies of various departments. 1 2 3 D

   Comments:

5. Defends the needs (economic or otherwise) of the various departments. 1 2 3 D

   Comments:

6. Is effective in public relations. 1 2 3 D

   Comments:

7. Conducts himself in such a manner that the faculty has confidence and trust in him. 1 2 3 D

   Comments:

8. Clearly states policies so the faculty understands what is to be expected. 1 2 3 D

   Comments:

9. Gives the faculty a definite role in development of plans and policies of the school. 1 2 3 D

   Comments:

10. Creates an atmosphere wherin the faculty feels free to come in for help and advice and is readily available for consultation. 1 2 3 D

    Comments:

11. Communicates well with members of the faculty. 1 2 3 D

    Comments:

(Continued)

LITTLETON, COLORADO *(Continued)*

12. Makes a conscientious effort to do an objective job in evaluating teachers. 1 2 3 D

Comments:

13. Is aware of what is <u>really</u> happening in the classroom. 1 2 3 D

Comments:

14. Encourages staff to use innovative methods in education. 1 2 3 D

Comments:

15. Makes non-academic assignments and duties that have a definite, constructive purpose to the operation of the school. 1 2 3 D

Comments:

16. Displays interest in school activities. 1 2 3 D

Comments:

What do you regard as your administrator's major asset? Consider such things as organization, discussions, interactions, evaluations, and other areas that his job encompasses.

What do you regard as the administrator's major fault?

Write below any additional comments which might be helpful to the administrator. Include any suggestions as to how the school might be improved.

CUPERTINO UNION SCHOOL DISTRICT
Cupertino, California

CUPERTINO INVENTORY OF PARENT OPINION

DIRECTIONS

DO NOT PUT YOUR NAME ON THIS PAPER!

"How do you feel about the elementary school your children attend?" That is what we are asking you to tell us by filling out this inventory. We are surveying parents of all of the schools in the Cupertino School District as part of our continuing effort to improve the educational program for your children.

It doesn't take very much time; you can answer it nearly as fast as you can read it. In most cases you merely check the answer that tells how you feel.

We are asking a random sampling of parents to complete this inventory. To assure that the reactions of parents are spread evenly throughout the school, it is necessary that each parent think in terms of only one child for purposes of this questionnaire. Therefore, if you have two or more children in the school please answer the questions in terms of the one who is oldest. Answer ONLY for this ONE OLDEST CHILD.

Do not put your name on this paper. By making it impossible to know who says what, most people are more likely to say what they really think. Please answer every question, and mail the completed inventory as soon as possible. A stamped return envelope is enclosed for your convenience.

* *

SCHOOL _____

(1) a. DOES YOUR CHILD'S TEACHER KEEP YOU INFORMED OF HIS PROGRESS? (Check one.)

_____1. I feel well informed at all times.
_____2. I am usually informed if important.
_____3. I am informed occasionally.
_____4. I am seldom informed.
_____5. I hear only when there is a problem.
_____6. I never hear from the teacher.

b. IF YOU WOULD LIKE MORE INFORMATION ABOUT YOUR CHILD'S PROGRESS, TELL WHAT INFORMATION YOU WOULD LIKE TO HAVE.

_____

_____

_____

(2) a. IN GENERAL, HOW OFTEN DO THE PUPILS IN YOUR CHILD'S SCHOOL TREAT ONE ANOTHER FAIRLY AND KINDLY? (Check one.)

_____1. Always or nearly always
_____2. Usually
_____3. About half the time
_____4. Seldom
_____5. Almost never
_____6. I have no opinion.

(Continued)

b. IF THE PUPILS IN YOUR CHILD'S SCHOOL ARE UNFAIR OR UNKIND TO ONE ANOTHER, TELL WHAT THEY DO THAT YOU DO NOT LIKE.

_____

_____

(3) a. HOW MUCH HELP DO YOUR CHILD'S TEACHERS USUALLY GIVE HIM IN HIS SCHOOL WORK? (Check one.)

_____1. All the help he needs
_____2. Most of the help he needs
_____3. Some of the help he needs
_____4. Little of the help he needs
_____5. Very little of the help he needs
_____6. I have no opinion.

b. IF YOU THINK YOUR CHILD NEEDS MORE HELP WITH HIS SCHOOL WORK, WHAT KIND OF HELP DOES HE NEED?

_____

_____

(4) a. DOES YOUR CHILD'S SCHOOL HAVE AS MUCH EQUIPMENT (motion picture equipment, playground equipment, etc.) AS IT NEEDS? (Check one.)

_____1. It has everything it needs.
_____2. It has most of what it needs.
_____3. It has very little of what it needs.
_____4. I have no opinion.

b. IF YOU THINK YOUR CHILD'S SCHOOL NEEDS MORE EQUIPMENT, TELL WHAT IT NEEDS.

_____

_____

(5) a. ARE YOU TREATED AS WELL AS YOU THINK YOU OUGHT TO BE TREATED WHEN YOU VISIT THE SCHOOL? (Check one.)

_____1. Yes
_____2. Sometimes yes, sometimes no
_____3. No
_____4. I have never visited the school.

b. IF YOU DON'T LIKE THE WAY YOU ARE TREATED WHEN YOU VISIT THE SCHOOL, TELL WHAT YOU DON'T LIKE.

_____

_____

(6) a. DOES THE SCHOOL TELL YOU ENOUGH ABOUT ITS TOTAL PROGRAM SO THAT YOU KNOW WHERE YOUR CHILD FITS INTO THE PICTURE? (Check one.)

_____1. Yes, I am well acquainted with the program.
_____2. I am satisfied with the amount of information I receive.
_____3. I hear only of the unusual aspects of the program.
_____4. I have not received any information about the school program.

b. IF YOU THINK YOU SHOULD BE GETTING MORE INFORMATION, WHAT WOULD YOU LIKE TO KNOW ABOUT?

_____

_____

(Continued)

(7) IS THERE AN OPEN AND FREE ATMOSPHERE FOR PARENT VISITATION IN YOUR CHILD'S SCHOOL? (Check one.)

_____1. Always
_____2. Usually
_____3. Seldom
_____4. Never
_____5. No opinion

(8) ON THE AVERAGE, DOES YOUR CHILD SPEND TOO MUCH TIME OR TOO LITTLE TIME ON HOMEWORK EACH DAY? (Check one.)

_____1. Much too much
_____2. Too much
_____3. About right amount
_____4. Too little
_____5. Much too little
_____6. I have no opinion.

(9) DOES YOUR CHILD'S TEACHER REALLY SEEM TO CARE ABOUT YOUR CHILD? (Check one.)

_____1. Yes
_____2. No
_____3. Uncertain

(10) IN GENERAL, IS CONTROL MAINTAINED IN THE CLASSES IN WHICH YOUR CHILD IS ENROLLED? (Check one.)

_____1. Yes
_____2. Usually
_____3. Seldom
_____4. Never
_____5. Uncertain

(11) IN GENERAL, DO YOU FEEL THAT YOUR CHILD'S TEACHER PRESENTS WELL-PREPARED LESSONS? (Check one.)

_____1. Always
_____2. Usually
_____3. Seldom
_____4. Never
_____5. Uncertain

(12) AT YOUR CHILD'S SCHOOL IS DISCIPLINE GENERALLY MAINTAINED IN THE EATING AREAS AND ON THE PLAYGROUND? (Check one.)

_____1. Yes
_____2. Usually
_____3. Seldom
_____4. Never
_____5. Uncertain

(13) DO YOU FEEL THE TEACHER GETS THE SUPPORT HE NEEDS FROM THE FOLLOWING STAFF MEMBERS (IN ORDER TO HELP YOUR CHILD)? (Check one in each category.)

	Yes	No	Uncertain
Principal	____	____	____
T-C	____	____	____
Secretaries	____	____	____
Nurse	____	____	____
Speech Correctionist	____	____	____
District Office	____	____	____

(Continued)

(14) a. ARE THE ROOMS, HALLS, RESTROOMS, PLAYGROUND AND OTHER PARTS OF YOUR CHILD'S SCHOOL KEPT CLEAN? (Check one.)

_____1. Yes, always clean
_____2. Yes, usually clean
_____3. No, sometimes dirty
_____4. No, always dirty
_____5. I have no opinion.

b. IF SOME PARTS OF THE SCHOOL ARE NOT KEPT AS CLEAN AS YOU LIKE, TELL WHAT IS NOT CLEAN.

_____
_____
_____

(15) PLEASE MAKE ANY OTHER COMMENTS YOU WISH TO MAKE ABOUT THE SCHOOL OR THE DISTRICT.

_____
_____
_____
_____
_____

DO NOT PUT YOUR NAME ON THIS PAPER!

PEORIA PUBLIC SCHOOLS
Peoria, Illinois

TO: ALL Principals--Elementary and Secondary
FROM: Associate Superintendent
SUBJECT: Evaluation

DO NOT PUT YOUR NAME ON THIS

General directions

You are asked to describe your impression of the associate superintendent. There are several statements, followed by a number. This is what each number means:

1. The statement describes the associate superintendent very well. The statement about how the associate superintendent acts or feels is always true.

2. The statement describes the associate superintendent most of the time but not all of the time.

3. The statement describes the associate superintendent about half of the time.

4. The statement describes the associate superintendent only occasionally. It is seldom true.

5. The statement does not describe the associate superintendent. It is not true.

Read each of the statements. Opposite the statement, circle the number that best describes the associate superintendent.

Be sure to mark an answer for every statement.

The associate superintendent:	Always true	True most of the time	True about half of the time	Seldom true	Not true
1. ...encourages principals to come see him with their problems.	1	2	3	4	5
2. ...offers criticism and/or praise in a constructive manner.	1	2	3	4	5
3. ...seeks to maintain good principal relations and morale.	1	2	3	4	5
4. ...is receptive to ideas from principals.	1	2	3	4	5
5. ...treats all principals equally.	1	2	3	4	5
6. ...is flexible.	1	2	3	4	5

(Continued)

7. ...fosters good relationships between principals	1	2	3	4	5
8. ...is a knowledgeable resource person.	1	2	3	4	5
9. ...is willing to admit his mistakes.	1	2	3	4	5
10. ...expects too much of the principals.	1	2	3	4	5
11. ...treats the principals with individual respect.	1	2	3	4	5
12. ...has a sense of humor.	1	2	3	4	5
13. ...encourages differences of opinion.	1	2	3	4	5
14. ...encourages creative leadership.	1	2	3	4	5
15. ...is receptive to new ideas.	1	2	3	4	5
16. ...accepts suggestions from principals.	1	2	3	4	5
17. ...praises principals for jobs well done.	1	2	3	4	5
18. ...lets me know what is expected of me.	1	2	3	4	5
19. ...is afraid of change.	1	2	3	4	5
20. ...keeps principals well-informed on <u>new</u> school policies and procedures.	1	2	3	4	5
21. ...is never too busy to listen to problems of mine or other principals.	1	2	3	4	5
22. ...listens with understanding to what I have to say.	1	2	3	4	5
23. ...is consistent in his application of school policies and procedures.	1	2	3	4	5
24. ...is receptive to my trying new ideas.	1	2	3	4	5
25. ...is cooperative with others.	1	2	3	4	5

26. Feel free to make any comments, criticisms, or suggestions you might have to improve the office of the associate superintendent.

_____

_____

_____

_____

_____

_____

METROPOLITAN SCHOOL DISTRICT OF PERRY TOWNSHIP
Indianapolis, Indiana

EVALUATION OF THE SUPERINTENDENT AND THE CENTRAL ADMINISTRATIVE STAFF

In order for me to have an appraisal of the services of the central administrative staff and of myself, personally, would you please complete the following evaluative instrument. You will note that the evaluation is arranged in a numbered series.

Superintendent

****

PART I. EVALUATION OF SUPERINTENDENT

Please circle one number after each of the items. (Since I have a scoring plan, please do not skip any item.) The numbering scale is from low to high, 1 being lowest; 5 the highest.

1.	Has sufficient enthusiasm	1 2 3 4 5
2.	Has satisfactory oral communicating ability	1 2 3 4 5
3.	Has satisfactory written communicating ability	1 2 3 4 5
4.	Has satisfactory personal appearance	1 2 3 4 5
5.	Has proper degree of self-confidence	1 2 3 4 5
6.	Uses sound judgment	1 2 3 4 5
7.	Has philosophy of education compatible with that of the community	1 2 3 4 5
8.	Has satisfactory relationship with staff	1 2 3 4 5
9.	Has satisfactory relationship with Board	1 2 3 4 5
10.	Uses ability to delegate sufficiently	1 2 3 4 5
11.	Has satisfactory concern for detail	1 2 3 4 5
12.	Has satisfactory decision-making ability	1 2 3 4 5
13.	Leadership ability is satisfactory	1 2 3 4 5
14.	Has satisfactory ability to shoulder responsibility	1 2 3 4 5
15.	Follows policy satisfactorily	1 2 3 4 5
16.	Has satisfactory community image	1 2 3 4 5
17.	Is dependable	1 2 3 4 5

(Continued)

PERRY TOWNSHIP, INDIANA *(Continued)*

18.	Is too sensitive--takes things too personally	1 2 3 4 5
19.	Has right amount of persistence	1 2 3 4 5
20.	Is adaptable when required	1 2 3 4 5
21.	Has sufficient aggressiveness	1 2 3 4 5
22.	Has a pronounced interest in improving the instructional program	1 2 3 4 5
23.	Generally open-minded	1 2 3 4 5
24.	Has ability to organize well	1 2 3 4 5
25.	Plans ahead sufficiently	1 2 3 4 5
26.	Satisfactory ability to face conflict	1 2 3 4 5
27.	Has satisfactory ability to live with pressure	1 2 3 4 5
28.	Has satisfactory amount of courage	1 2 3 4 5
29.	Is very honest	1 2 3 4 5
30.	Has sufficient interest in public relations	1 2 3 4 5
31.	Has satisfactory participation in local, state and national programs	1 2 3 4 5
32.	Has good interest and concern for employee morale	1 2 3 4 5
33.	Is sensitive to the problems of others	1 2 3 4 5
34.	Has satisfactory willingness to compromise	1 2 3 4 5
35.	Is well-informed	1 2 3 4 5
36.	Has satisfactory ability to evaluate	1 2 3 4 5
37.	Uses tact	1 2 3 4 5

(Continued)

PERRY TOWNSHIP, INDIANA *(Continued)*

PART II. EVALUATION OF STAFF

1.	Total staff works well together	1 2 3 4 5
2.	Each member of total staff has interest in total school concerns.	1 2 3 4 5
3.	Each staff member is satisfactorily concerned about curriculum matters.	1 2 3 4 5
4.	Staff morale is satisfactory.	1 2 3 4 5
5.	Total staff effectiveness is satisfactory.	1 2 3 4 5
6.	Total staff seems to be involved satisfactorily in decisions.	1 2 3 4 5
7.	Total staff keeps satisfactorily informed of total school developments.	1 2 3 4 5
8.	Individual staff members have satisfactory expertise in their areas.	1 2 3 4 5
9.	Central office members, (all--secretarial and professional) work well together.	1 2 3 4 5
10.	Central office (all) projects satisfactory image for the district.	1 2 3 4 5
11.	Each staff member seems to be loyal to the system, the Board, and to each other.	1 2 3 4 5
12.	The Superintendency Team concept seems to be working well.	1 2 3 4 5
13.	I, individually, feel the office staff totally rates:	1 2 3 4 5
14.	I, individually, feel our 600 staff members, as a group, rate:	1 2 3 4 5

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COMMERCIALLY AVAILABLE CLIENT-CENTERED EVALUATION FORMS

Principal's Behavior Questionnaire

Developed by the Stanford Center for Research and Development in Teaching (Stanford University, Palo Alto, California), this questionnaire consists of 12 statements, each describing an element of a principal's professional behavior. For each of these items, the teacher is asked first to indicate on a 10-point scale the degree to which, in his opinion, the statement applies to the behavior of an ideal principal. Second, the teacher is asked to indicate on the same scale the degree to which the statement applies to the behavior of his own principal. From the responses, the Center compiles 12 separate graphs, each showing the average response characterizing the ideal principal and, on the same graph, the average response of the principal's teachers regarding the degree to which his own behavior meets the descriptive statement. The 10-point scale ranges from "not at all like" to "extremely like." The graphs are sent from the center directly to the principal.

Purdue Teacher Opinionaire

The Purdue Teacher Opinionaire is designed to assess the effect of teacher-principal rapport on general school effectiveness. The form contains 20 statements which might be made about the principal of any school. The teacher is asked to indicate whether he agrees, probably agrees, probably disagrees, or disagrees with the statement as it applies to his principal. The completed forms are scored by the school district, and profiles are developed on each of 10 factors measured by the Opinionaire, including teacher response to the principal.

Diagnostic Teacher-Rating Scale

This form, developed by Sister Mary Amatora, O.S.F., is suitable for students as low as grade 4. It is available from Educators-Employers Test and Services Associates, 120 Detzel Place, Cincinnati, Ohio 45219, at $3.15 for a kit of 35 questionnaires. A specimen set is 50¢.

Illinois Ratings of Teacher Effectiveness

Suitable only for secondary school pupils, this form was developed by B. Everard Blanchard and is available from Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025. The price is $7.50 for 25 rating forms, an instructional manual, and the scoring key.

A Student's Rating Scale of an Instructor

This form was developed by Dr. Russell M. Eidsmoe for use by secondary school pupils and is available from Dr. Eidsmoe at Morningside College, 4404 Morningside Avenue, Sioux City, Iowa 51106, at $4.50 for 100 copies (minimum order).

Teacher Image Questionnaire

At the request of a teacher or principal, the Educator Feedback Center of Western Michigan University at Kalamazoo provides a Teacher Image Questionnaire to be administered to one or more of a teacher's classes, at a fixed price per class. The questionnaire form is designed to help teachers learn how students feel about and perceive significant characteristics of a teacher. Designed to be administered to grades 7-12, the questionnaire measures reactions varying from poor to excellent in 16 areas including knowledge of the subject, fairness, control, attitude toward students, variety in teaching procedures, encouragement of student participation, and sense of humor.

As soon as the questionnaires have been completed, they are shipped back to the Center for analysis. After analysis, an image profile is developed and sent to the teacher. In addition to the Teacher Image Profile, the Center compiles a listing of factors which might be causing problems indicated by the profile and suggestions for possible behavioral changes designed to improve teaching effectiveness. These are potential causes and solutions based on exhaustive reviews of behavioral science research from which the teacher may make selections based on his familiarity with the situation. All feedback is confidential and goes only to the person on whom it was obtained, unless that person requests otherwise.

Upon request, the Center will also prepare "superimposed" image profiles which show graphically the discrepancies between a teacher's self-image, his real image, and his ideal image; how students in different classes perceive the same teacher; and how much perceived effectiveness is altered over a period of time.

Similar services are available for administrators, counselors, and college instructors.

Questa I and Questa II

These forms were designed by the Educational Testing Service for simultaneous administration across the country. Questa I is administered to secondary school pupils when entering high school, and Questa II is administered about one semester later. Information can be obtained from ETS by writing to the Program Director, School Research Program, Educational Testing Service, Box 2601, Princeton, New Jersey 08540. Costs, which include scoring, are as follows: for Questa I, $1.25 per form (minimum of 40), $4 for interpretive manual, and $2 for normative data; for Questa II, $1.40 per form (minimum of 40), $3 for interpretive manual, and $3 for normative data.

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The EDUCATIONAL RESEARCH SERVICE, which operated for nearly 50 years under the sponsorship of the American Association of School Administrators with the cooperation of the Research Division of the National Education Association, was discontinued as of August 31, 1973. On September 1, 1973, the new Educational Research Service, Incorporated, began operation under the joint sponsorship of the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the National School Public Relations Association. ERS, Inc., operates on a completely nonprofit and independent basis and offers services specifically designed to meet the special needs of school administrators represented by these four organizations. It provides essentially the same services as the former ERS, but services are greatly expanded.

Subscription fees to the new service are accepted on an annual basis, with the subscription year beginning September 1. Membership is open to local school districts, intermediate school districts, state departments of education, state and local associations of school administrators, and university departments of education. Subscriptions for other groups may be accepted by special action of the ERS Board of Directors. The schedule of fees is graduated on the basis of school system size and number of administrators served. Inquiries regarding subscriptions to the new service, and requests for all ERS publications, should be addressed to:

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